DOCUMENT RESUME

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ABSTRACT

This lesson, which is most appropriate for kindergartners, reviews letter names and their sounds through a group letter recognition activity, a picture book activity, and alphabet practice with several online activities. During three 30-minute sessions, students will: identify the letters of the alphabet; identify the sounds of letters; identify the beginning letters and sounds of familiar objects; and use an online game to practice identifying pictures that begin with particular letters. The instructional plan, lists of resources, student assessment/reflection activities, and a list of National Council of Teachers of English/International Reading Association (NCTE/IRA) Standards addressed in the lesson are included. Alphabet picture pages are attached. (PM)

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Letter Recognition and Sound Identification

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Grade Band

K-2

Estimated Lesson Time

Three 30-minute sessions

Overview

This lesson covers the basics of letter recognition. Your students will apply their knowledge of letters and letter sounds as they identify pictures in an attractively illustrated alphabet book. Enthusiasm will increase when students have the opportunity to practice their skills by playing several online alphabet games.

From Theory to Practice

Duffelmeyer, F. (2002). Alphabet activities on the Internet. *The Reading Teacher*, 55, 631–635.

- Learning to recognize letters is an integral part of most kindergarten programs.
- Most letters' names are similar to the sounds they make, so knowing the names of letters leads to a better understanding of letter sounds.
- Understanding letter sounds helps young children with beginning reading and writing skills.

Student Objectives

Students will

- Identify the letters of the alphabet
- Identify the sounds of letters
- Identify the beginning letters and sounds of familiar objects
- Use an online game to practice identifying pictures that begin with particular letters

Resources

- Alphabet Picture Pages
- Alphabet Fun!
- An alphabet book, such as *Animalia* by Graeme Base (Puffin, 1996)
- Chalkboard, chalk, and tape
- Computers with Internet access

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Instructional Plan

Preparation

Before beginning this lesson, duplicate the Alphabet Picture Pages. Color the pictures and cut them out. Laminate the pictures for durability, if desired. Also, reserve a 30-minute block of time for your class in the computer lab for the third day of the lesson.

Instruction and Activities

Day 1

1. Gather students in a group near the chalkboard.
2. Write the first six letters of the alphabet (a, b, c, d, e, f) on the chalkboard.
3. Invite students to say the names of the letters and the sounds they make.
4. Ask students if they can think of words that begin with any of these letters.
5. Display the picture cards for the letters in random order.
6. Ask students to say the name of the picture and then identify the beginning letter. Draw attention to the sound heard at the beginning of the word.
7. Tape the picture below the corresponding letter on the chalkboard.
8. Continue in the same manner with the letters g, h, i, j, k, l, m.

Day 2

1. Replicate the lesson from Day 1 using the letters n, o, p, q, r, s, t, and u, v, w, x, y, z.
2. Review all of the letters of the alphabet and their sounds.
3. Follow up by reading an alphabet book, such as *Animalia* by Graeme Base. Encourage students to look for pictures on each page of the book that begin with the featured letter.

Day 3

1. Take the class to the computer lab and have students work individually or in pairs.
2. Access the website Alphabet Fun! Click on the link for "Alphabet Lesson One." Colorful letters of the alphabet will appear. Each letter has buttons in front of it.
3. Ask students to click on each button and name the picture that appears. When students have finished naming the pictures, have them click the "Back" button to return to the original page.
4. Instruct students to scroll down to "Alphabet Lesson Two." In this exercise, students can click on each letter of the alphabet to access a set of pictures. Direct them to "Part Two." The object of the game is for students to move their cursor over the pictures that begin with the featured letter. If the object does not begin with the featured letter, the student is asked to "Try again."

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Extensions

- Have students return to the Alphabet Fun! website, scroll down to "Alphabet Lesson Three," and click on the links for "Game 1," "Game 2," or "Game 3." Several pictures will appear, along with their beginning letter. Assist students in setting their keyboard for Caps Lock. Then instruct them to type the beginning letter of each picture in the space provided. After typing the letter, student should click the "Submit" button. If the letter is correct, the student will earn 10 points. In Game 3, students are also asked to type whole words, which may be more challenging for them.

- For an added challenge, have students return to the Alphabet Fun! website and select one of the games under "Alphabet Lesson Four." In these games, the name of each picture appears minus the beginning letter. Students should be directed to type the beginning letter of the picture and click "Submit" to see if they are correct. (Remember to have students set the Caps Lock before typing.)

- Encourage letter recognition and sound identification by having students' access an online Alphabet Chart. Instruct students to look at each letter and say the name of the letter and the sound. By clicking on a picture, students can see an enlarged picture and an accompanying phrase, such as "b for a brown bear." [Please note that each vowel, with the exception of the letter i, features a picture beginning with the short sound of the letter. This distinction gives you a good opportunity to discuss the difference between long and short vowel sounds. Ask students to think of a picture for the letter *i* that begins with the short sound (e.g., "ink" or "insect").]

Student Assessment/Reflections

- Keep a checklist of the letters and sounds students consistently recognize. Take note of each student's level of participation during the group activities in the classroom. Reflect on each student's ability to identify the names and sounds of letters.

- In the computer lab, circulate the room while students navigate the alphabet games. Ask students about the objects they find and their beginning letters and sounds.

- As an additional assessment piece, duplicate student copies of the Alphabet Picture Pages. Instruct each student to color the pictures then write the beginning letter in the corner of each picture square.

IRA/NCTE Standards

3 - Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

6 - Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

8 - Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

12 - Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

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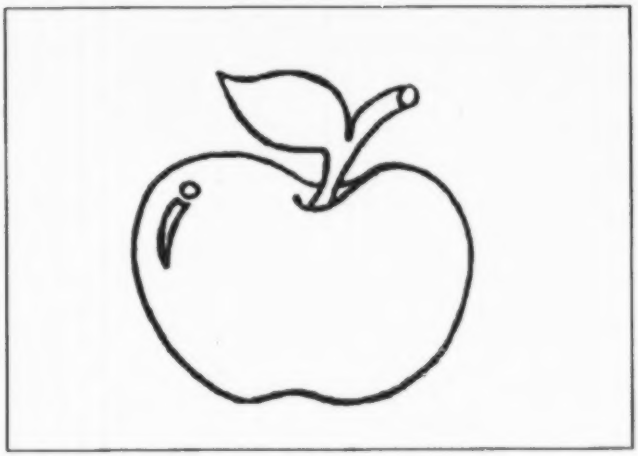
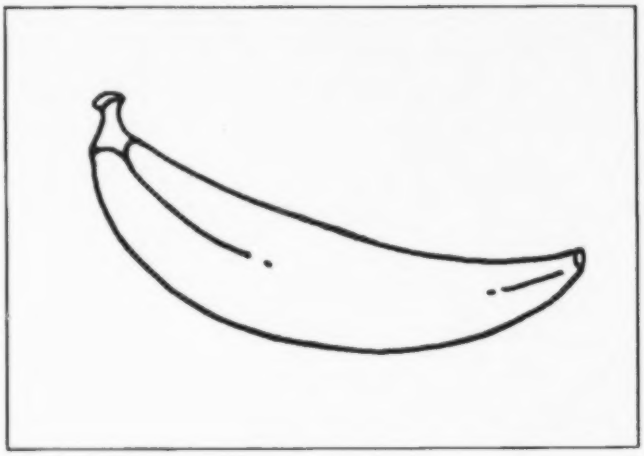
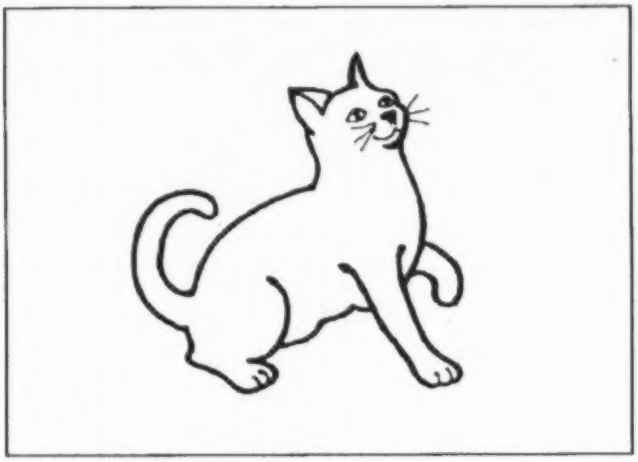
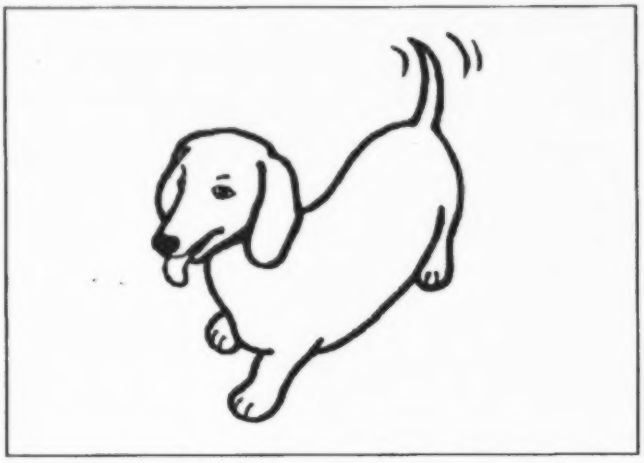
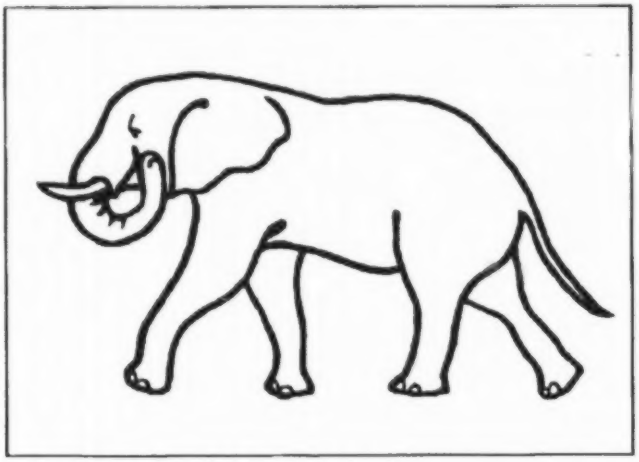
Alphabet Pictures Pages











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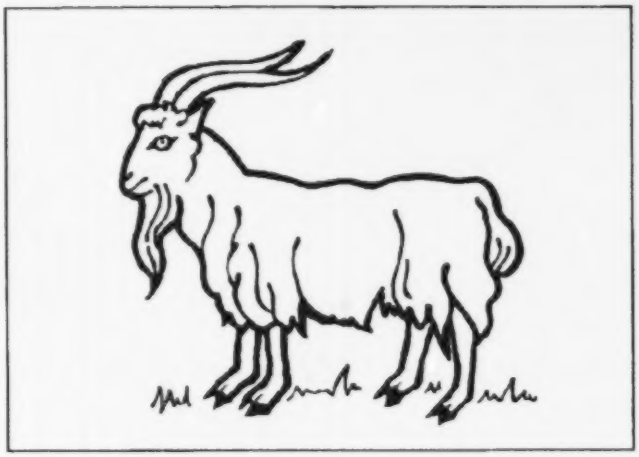

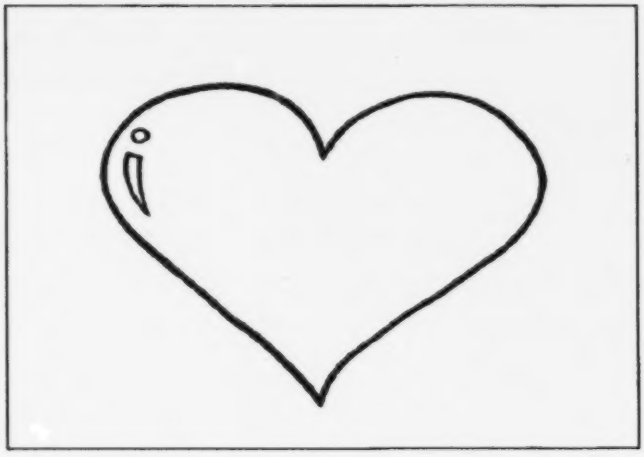

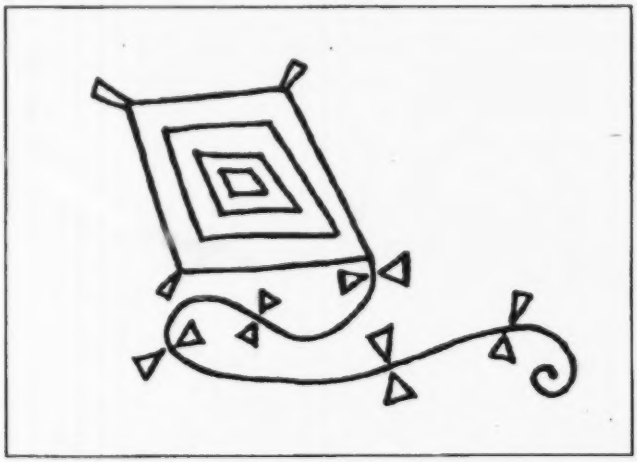

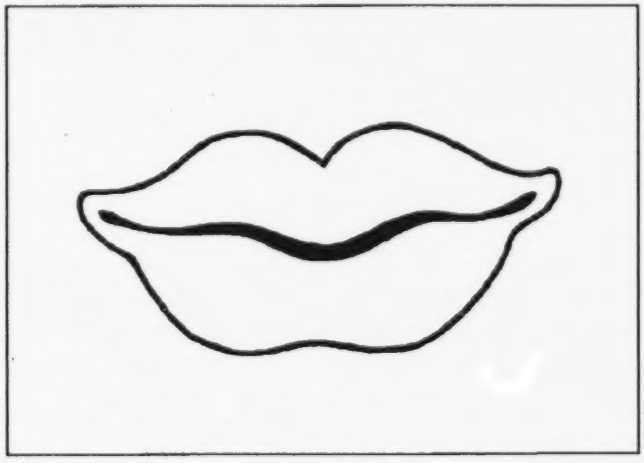

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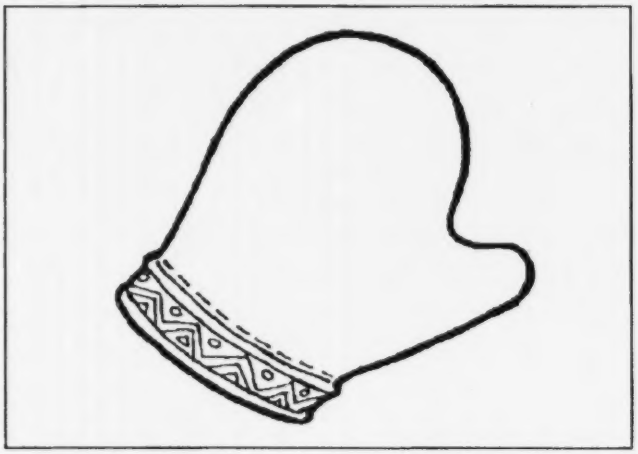

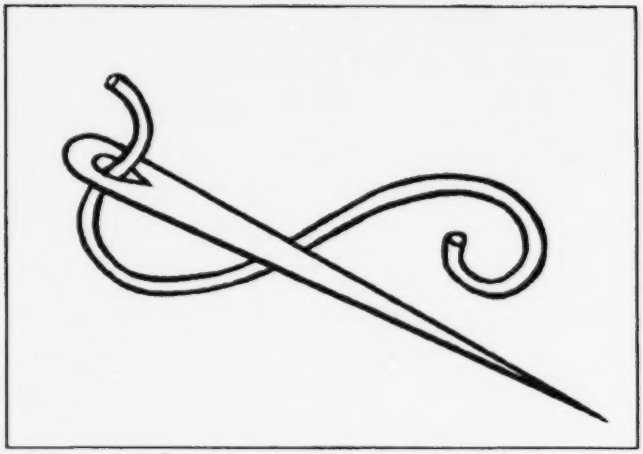

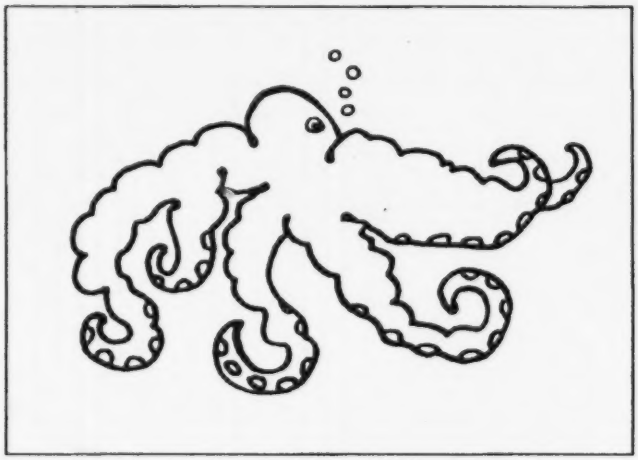

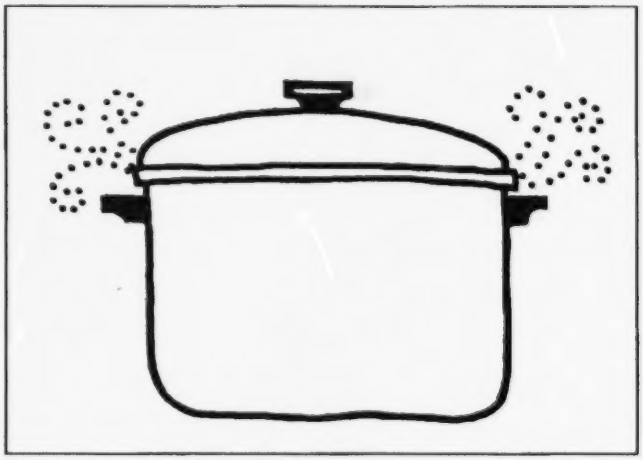

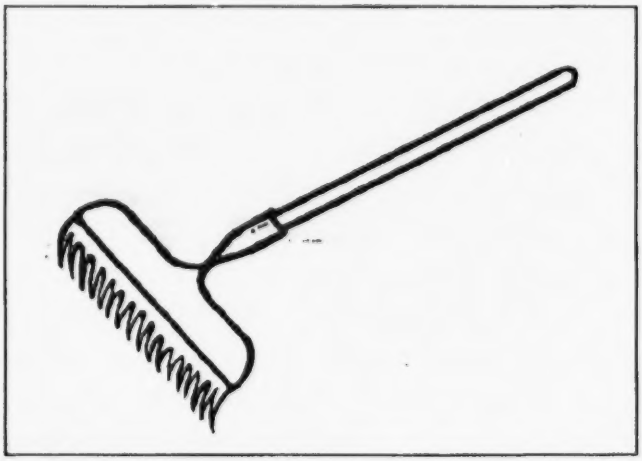

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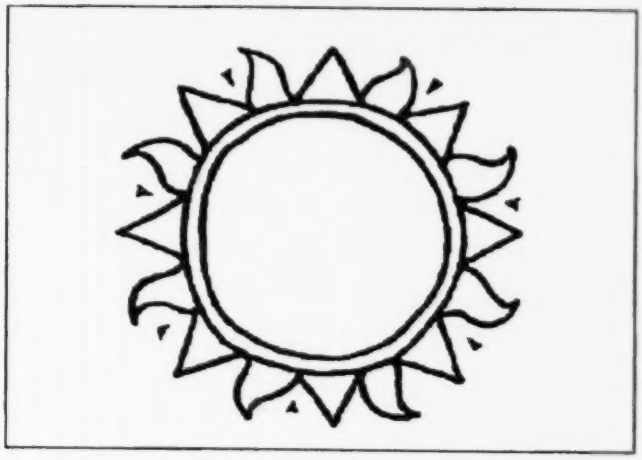

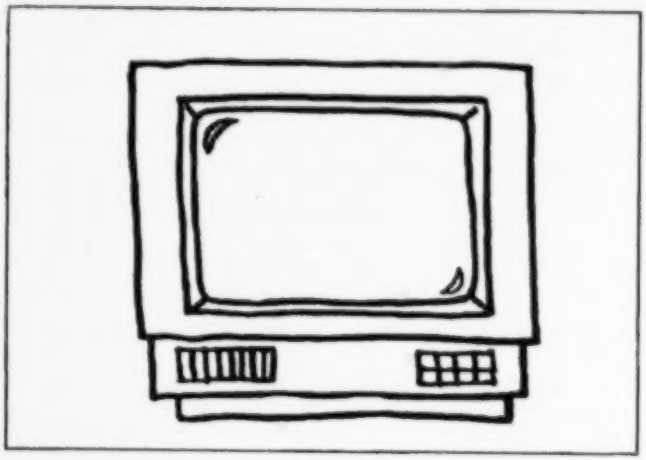

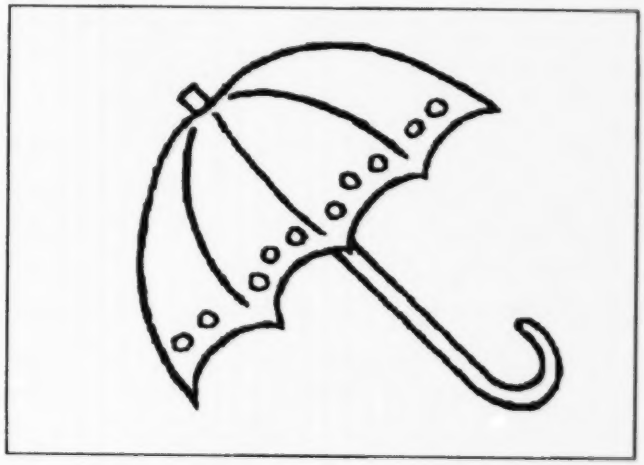

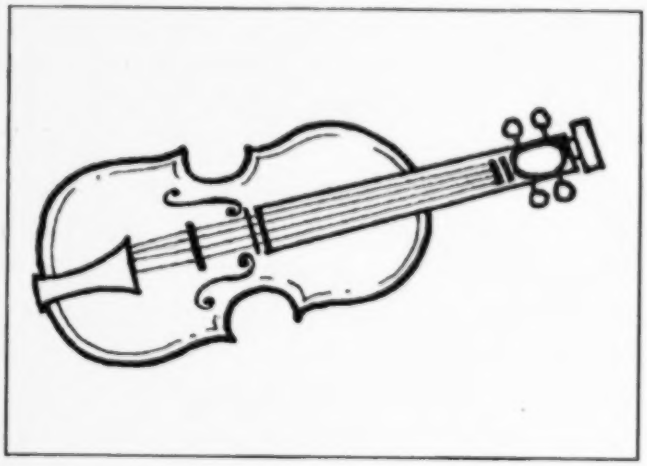

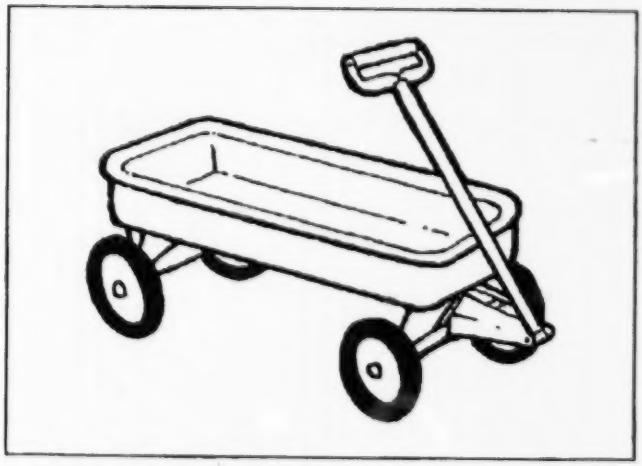

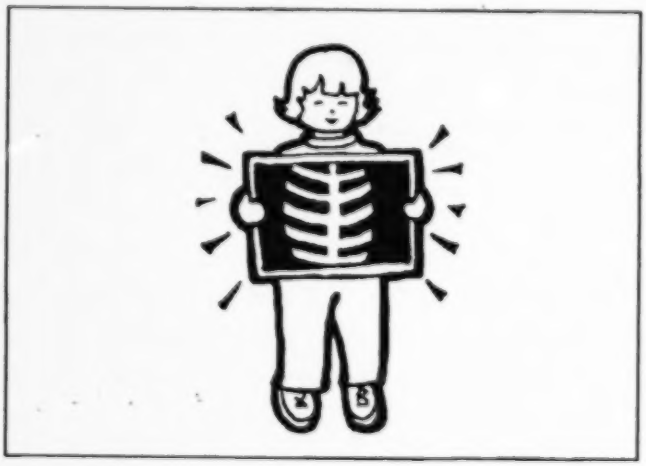

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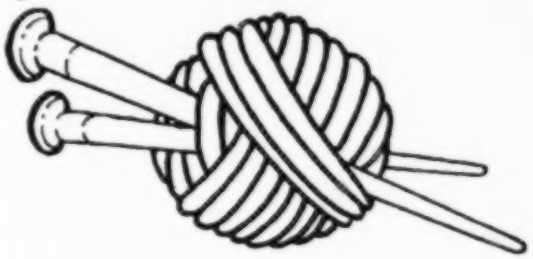

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